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ABSTRACT

This document presents eight lesson plans designed to teach self-determination and Arizona academic standards to students with disabilities in grades K-12. The lesson plans include: (1) an oral language lesson plan for students with learning disabilities in grades 1-2; (2) a reading acquisition lesson that teaches color words to students with mental retardation in grades K-1; (3) a reading comprehension lesson plan for teaching students with learning disabilities in grades 1-2; (4) a written expression lesson plan for teaching students with emotional disturbances in grades 5-6; (5) a math computation lesson plan for teaching students with learning disabilities fractions using candy pieces in grades 3-4; (6) a math problem solving lesson plan for teaching students with emotional disturbances in grades 7-8; (7) a study skills lesson plan for teaching students with traumatic brain injury in grades 9-12; and (8) a social behavior lesson plan for teaching students with emotional disturbances in grades 4-6 self-determination. Each lesson plan includes information on objectives, materials, procedures, assessment for lesson effectiveness, the rational for cross-categorical teaching actions, and how the lesson relates to the Arizona Department of Education Professional Teaching Standards, academic standards, Council for Exceptional Children Core Competencies, and self-determination skills. (CR)

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Teaching Self-Determination and Arizona Standards for K-12 Students with Disabilities Lesson Plan Portfolio

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in partial fulfillment of the requirements for

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Oral Language

There is a Nightmare in my Closet! (Jackson 1-2)

Grade level: 1-2

Subject: Language Arts

Disability: Learning Disability

Description of lesson: Students will be able to enjoy the book: There is a Nightmare in My Closet. The students will also be able to make a fun and creative art activity that links their own personal knowledge that they acquire from the book.

Objectives:

- The students will be able to identify and list on a piece of paper, one way in which the boy felt about his nightmare after he got to know it.
- The students will be able to construct an image of their nightmare monster, using their own imagination and construction paper.

Materials:

- Construction paper-variety of colors
- Glue
- Markers/Crayons
- The book- There's a Nightmare in My Closet, by Mercer Meyer

Procedure:

1. Tell the students that today we are going to read the story, There's a Nightmare in My Closet, by Mercer Meyer.
2. Ask the students "What comes to your mind when you hear the word nightmare?"
3. Let students respond.

4. Introduce some vocabulary from the story.
5. Read the following vocabulary sentences out loud and insert a blank in a place of the missing word
    a. I had a scary_____ while I was sleeping last night. (Nightmare)
    b. I was _____ of the snake. (Afraid)
    c. Sally hangs her dress in the _____. (Closet)
6. Write these sentences on the board with the student's answers in the blanks.
7. As a class, read the sentences out loud.
8. Read the story to the class.
9. Ask the students "How did the boy feel about his nightmare monster after he go to know it?"
10. Have the students give 3 ideas or feelings and write them on the board.
11. Have the students create their own nightmare monsters by making torn construction paper scene.
12. Model process of tearing paper to form an image of a nightmare monster.
13. Tell the students that every monster will look different.
14. Brainstorm ideas on the different backgrounds that the students could have for their scene (under a bed, in the closet, etc.).
15. Have the students create their monsters.
16. Tell them they can add details by using markers and crayons.

Closure: Ask the students to share their monster scenes with the class. Tell them to use descriptive words. As a final activity give the students a vocabulary worksheet. The

vocabulary words will be in a word bank and the students will put the words into the blanks in the sentences.

Assessment of lesson effectiveness: I will use percent correct to assess the effectiveness of my lesson. Each student will be given the opportunity to tell about their monster scene, and I will have a chart of new vocabulary words that they should use in their story.

Short-term objective: Given a three-minute period during one class period, the student should be able to tell me a story with a beginning, middle, and ending. This should be done with an 80% accuracy as heard by the teacher.

Rationale for Cross-Categorical Teaching Actions: Students with learning disabilities often have difficulty with written and spoken language. This lesson requires the students to practice telling a story with the new vocabulary words, but it still allows for the students to create their own individual stories.

Arizona Department of Education and Professional Teaching Standards:

Standard 3 #3: *Links learning with students' prior knowledge, experiences, and backgrounds.* This is shown when the teacher has the class brainstorm for ideas about what the word nightmare means. All answers are correct.

Arizona Academic Standards and Accountability:

Readiness: *Follow simple directions. Participate in group discussions.* These standards are demonstrated through the class discussing what they think of when they hear the word nightmare. It is also shown when the students follow directions to create their own monster scene.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 4: *Prepare appropriate lesson plans.* This is shown by writing this lesson plan, and by using the CLOZE techniques to introduce new vocabulary words.

SDAIE: *Encourages taking risks in English.* The student is given the opportunity to fill in the blanks with words from a word bank.

Self-Determination: *Choice making skills.* The student has to decide what word goes into the blank, and how he wants to design his monster scene.

Reading Acquisition

Identifying Color Words **(Carey 1-4)**

Grade level: K-1

Subject: Language Arts

Disability: Mental Retardation

Description of lesson: To identify color words.

Objectives: Given a booklet with a line from the color song on each page with the color word missing, students will be able to tell their teacher two word identification strategies they used to choose the correct color word to place on each of the eight pages.

Materials:

- Large oaktag board with the lyrics of the color song written on it. Each color should be written in its respective color ink (the word red with red ink).
- Pointer
- Blank oaktag strips (large enough to cover a color word)
- Oaktag strips with a color word written in its respective color
- Oaktag strips with a color word written in black ink
- Tape for the back of the oaktag strips
- Booklets for each student made up of ½ sheet pieces of paper with each line from the color song printed on each page with the color word missing.
- Individual color word strips, printed in black ink, cut to the size to fit the printing on the ½ sheets of paper. Each student will have a complete set of the color word strips (8 words in all)

- Glue sticks for each student
- Crayons

Procedure:

1. Two weeks before the lesson the teacher will have taught the students the following color song (sung to the tune of *Itsy Bitsy Spider*):

    Orange is a carrot

    Yellow is a pear

    Purple is a plum

    Brown is a bear

    Green is the grass

    Blue is the sky

    Black is a witch's hat

    Red is a cherry pie

Each time the students sing the song the teacher will have used the pointer to point out each word as it is sung.

2. On the day of the lesson the teacher will sing the song again with the students pointing with the pointer at each word as it is sung.
3. After the teacher sings the song with the students she will tell the students that they will play a game with the words to the song and that they should pay particular attention to the color words.
4. The teacher will cover the color words with the blank oaktag strips.
5. She will show the students the oaktag strips with the color words written in colored marker, which she tapes in random order on the blackboard.

6. The teacher will not say what color is written on the oaktag strip.
7. The class will sing the song again.
8. When the class sings the first line of the lyrics the teacher will ask the students which color should be placed on the first line.
9. After the class has collectively completed two or three lines of the lyrics, the teacher will choose students who volunteer to come up and pick the color word that they think should go on the next line.
10. When the student picks a certain color, ask him why he chose the color.
11. For each color word the teacher should guide the class to come up with four or five clues that the students could use to help identify that word.
12. Some of these strategies could be
    a. The initial letter or ending letter. (Blue starts with a "b" because it has a "b" sound).
    b. The size of the word.
    c. The number of letters in the word (Green because it has to "e"s").
13. Leaving the oaktag strips in place on the lyric sheet the teacher shows the students the oaktag strips with the color words written in black ink.
14. The teacher tells the students that she would like them to place the black ink oaktag strips over the colored ink oaktag strips.
15. When the student places the black ink oaktag strip over the colored ink oaktag strip the teacher will ask the student why they chose to do this.
16. The class will sing the song with the black ink oaktag strips in place.
17. The teacher will remove all the oaktag strips except the blank ones.

18. The teacher will call on volunteers to place the black ink oak tags over the blank spots in the song.
19. Once the activity is completed the teacher will pass out the booklets that she has prepared.
20. The booklet will contain one of the lines from the song on each page that is missing the color word.
21. The teacher will give the students strips of paper with the color words written in the corresponding colored ink.
22. The students will glue the appropriate word to the correct blank.

Closure: The class will sing the color song together.

Assessment of lesson effectiveness: I will use percent correct to check for the effectiveness of the lesson. I will check the students' color booklet to determine if the student put the color words in the correct blanks.

Short-term objective: Given the same color booklet, I will give the student the color words written in black ink. The student will be give two different opportunities during a one week period to place the words in the correct blank with an 80% accuracy as observed by the teacher.

Rationale for Cross-Categorical Teaching Actions: Students with mental retardation need repetition, and this lesson allows for many opportunities of repetition singing of the color song. Students with mental retardation learn at a slower rate, and need for their learning to be broken down into small steps. This lesson provides sequential steps from the class placing the correct word, to the student individually placing the color words in their booklets.

Arizona Department of Education Professional Teaching Standards:

Standard 1#7: *Includes appropriate use of a variety of methods, materials, and resources.* This lesson uses a song to introduce the words, oaktags with the words in both color ink and black ink, and the individual booklets.

Arizona Academic Standards and Accountability:

R-R5: *Comprehend the meaning of simple written selections, using prior knowledge, letter sound relationships and picture clues.* This is demonstrated when the students pick the correct oaktag to put in the correct blank. This is also demonstrated when the student explains to the teacher why he/she put the oaktag in the particular blank.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 4: *Prepare appropriate lesson plans.* I demonstrated this by writing this lesson plan, and by emphasizing color words, which is something that is learned in kindergarten and first grade.

Self-Determination: *Choice making skills.* The students must decide which colored word to place in the blanks on the pages of their booklet.

SDAIE: *Uses relevant material.* This is demonstrated by having the color words written in according colored ink.

Reading Comprehension

Using a KWL Chart- a reading comprehension strategy (Ciesielski 1-3)

Grade level: 1-2

Subject: Language arts

Disability: Learning disability

Description of lesson: The students will learn how to use the KWL technique for reading comprehension.

Objectives: The students will be able to demonstrate their understanding/comprehension of a book by completing a KWL chart.

Materials:

- Storybook by David McAllister (1994). *Animals in Danger* Raintree/SteckVaughn; ISBN: 0811449130markers
- crayons
- poster
- Language Arts journal
- Pencil

Procedure:

Begin the lesson by explaining to the class that they are all going on a field trip to the zoo. The book that the class is going to read will help them understand about the animals they would see at the zoo.

Main activity:

1. Prereading activity, Knowledge K- what do you know?

   Ask the students what they already know about animals?

What do they already know about animals in a zoo?

Why are some animals in the zoo and what others are not?

Do the students know what happened to animals like the dodo bird?

2. The teacher will write down the students' responses on the board in a KWL chart. These responses will fall under the K. on the chart.
3. The teacher will now focus on the key categories to be examined in the story. Ask the students to think about these questions while the story is being read.
    a. What types of animals are in danger?
    b. In what parts of the world are animals in danger?
    c. What are some reasons animals are in danger?
4. Find out what the students want to learn. What W- what you want to know?
    a. Ask the students what they want to find out, and put these questions under the W. on the KWL chart.
5. Read the story. You can have the students take turns reading if the material is not too difficult, or the teacher could read the story. (This is a place for adaptation/accommodation to the learning disabilities in the class).
6. After reading the story ask the students what they learned. This is the L part of KWL. L- what did you learn?
    a. Did we find out what we wanted to know?
    b. Was there anything we did not find or learn in this story?
    c. Record the classes' responses under the L on the KWL chart.

THE KWL CHART

K	What I already **Know**	
W	What I **Want** to Learn	
L	What I **Learned**	

Lesson Wrap-up: Have students identify at least three things they have learned from the story. Then review the KWL chart.

Practice: Have the students get out their language art journals. Have them draw a picture of their favorite endangered animal. They can write three sentences about their animal. If they are unable to write because of their disability, the class can take turns talking about their animal that they drew (This is another section in the lesson that can be used for adapting the curriculum the learning disabilities in the class).

Short-term Objective:

Given another short story the students will be able to use the KWL chart formed from class discussion. They will pick at least one topic from this chart, and draw a picture or write a few sentences about this topic. The teacher will check each student's paper to see if he/she used a topic from the chart in his/her drawing or sentences. There should be 100% accuracy observed by the teacher during one class session in which the short story is read.

Assessment of lesson effectiveness: I will use the monitoring system of free expression to determine if my lesson was effective. The students should be able to write or draw at least one main idea from the story.

Rationale for the Cross-Categorical Teaching actions: A student with a learning disability will have problems in the following academic areas: spoken language and written language. My lesson plan is developed for a student with learning disabilities because it would meet IEP requirements in written and spoken language.

In the area of spoken language the problems a student with a learning disability could have would be due to delays, disorders or discrepancies in listening and speaking. This lesson plan requires the students to listen to the story.

In the area of written language the student could have difficulties with reading, writing, and spelling. This lesson requires the student to write out a sentence if he feels like he can.

Arizona Department of Education Professional Teaching Standards that are met:

Standard 1 #5- *Addresses prior knowledge of individual and group performance.* This occurs when I ask the students what they already know about the topic of the book. I gather information about the students' prior knowledge.

Standard 1 #8- *Includes learning experiences that are developmentally appropriate for learners.* This will take place when we talk about zoo animals. Most students will be able to identify a few zoo animals by the time they are in the first or second grade.

Standard 3 #3- *Links learning with students' prior knowledge, experiences, and backgrounds.* This will occur when I ask the students what they know about animals and what they know about zoos.

Arizona Academic Standards & Accountability:

R-F3: *Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction.* The students are predicting what they will find in the story by drawing conclusions based upon our class discussion.

PO2: *Restate information from a reading selection.* The students must recall information from the story to draw me a picture or write some sentences.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice

Knowledge 5: *Techniques for modifying instructional methods and material.* I demonstrated this by giving the students the opportunity to either draw or write sentences. I also gave the opportunity for the teacher to read the story if the students are unable to.

Skill 4: *Prepare appropriate lesson plans.* This was an appropriate lesson plan because students in first and second grade are interested in the animals and the zoo.

Self-determination: *Self-Knowledge.* The class is using their previous knowledge about animals and the zoo.

SDAIE: *Organizes instruction around themes and content appropriate to students' grade level.* This is shown in the lesson by the zoo topic that I chose. Zoos and animals are familiar to students in first and second grade.

Self- Reflection

a) I think that my lesson plan went well because I implemented a behavior management plan before I began the lesson. I handled a student's inappropriate behavior effectively without taking away from the lesson plan. My behavior management plan allowed for this student to earn back her points, which is another reason I think that my lesson went well.

My lesson plan was also fun. I liked how I used the highlighters to help the students look for the "cue words" in the word problem. I will definitely use the highlighter idea again. The other part of my lesson I liked was the opportunity that I gave my student's to develop his or her own word problems. I can see how effective this is and how it allows for individuality and creativity among the class.

b) I had not planned on having student's come up to the board to start and solve the word problems. I have added this into my lesson plan because I liked how it encouraged participation, and it gave opportunity for physical movement.

I also did not give enough time to reviewing cue words to look for in a word problem. I think that if I had used this in a "real" class situation, my students would need more examples about cue words.

c) The next time I design this lesson I plan on including more time to review cue words. I would also include "extraneous" words in my word problems so that the students will get more practice with picking out the important words in a word problem.

Written Expression

Creative Writing (Chambers 1-2)

Grade Level: 5-6

Subject: Language Arts

Disability: Emotionally Handicapped

Description of Lesson: This activity encourages students to be creative during their own writing, as well as being critical and analytical of another's. During a 25-minute period the student will begin his/her own story, read another's beginning and create the middle section, reading yet another story, and finally developing a conclusion for that story.

Objective:

- Create the beginning of a story. Introduce the characters and the setting.
- Develop the action for the story.
- Bring the story to a conclusion.
- Read and analyze another's work.
- Recognize the need for neat, well-organized work.
- Time management.

Materials:

- Pencils and writing paper for each student.

Procedures:

1. Tell each student to take out a clean piece of writing paper and a pencil.
2. Tell the students that they will not be putting their name on this paper.
3. Tell the students that they will be writing the beginning of a story.
4. Explain to the students that the characters they write about should not have the name of anyone in class, and the story cannot contain a gorey (blood and guts) plot.
5. Give the students 5 minutes to write as much of the story as they can.

6. At the end of the 5 minutes tell the students to pass the paper in a given order. Try to get the papers at least 3 students away from the original author.
7. Have the students read the story that has been started.
8. Tell the students to continue writing where the previous author left off. The students will continue to write for the next 5 minutes. Remind the students that they are developing a plot.
9. At the end of the 5 minutes, have the students pass the papers in the same pattern as before.
10. Tell the students to read the new story, keeping in mind that they will be writing the conclusion for this story.
11. Allow the students 5 minutes for writing the conclusion.
12. Collect all the papers.
13. Divide the class into groups of two to four students.
14. Give each group as many papers as there are people in the group.
15. Tell the group that they will be working as a group to edit each paper.
16. Each person in the group will be assigned a role. One person will look for capitalization, another for correct spelling, and so on.
17. The roles will switch when the group begins to edit a new paper.
18. Review what needs to be included when editing, such as proper punctuation, capitalization, beginning of the story, and ending.
19. The group will edit each paper.

Closure: For each story have a student illustrate the story. Then compile all the stories and put them into a class book. This book should be available for the students to read during their free time.

Assessment of lesson effectiveness: I will assign each student a number. This number will be written on top of the paper that they are editing, along with what role they had. I will use percent correct to check how many times the student accurately edited the paper.

Short-term Objective: Given a teacher made worksheet that contains a beginning of a story; the student should continue the story and finish it in a logical manner with the correct punctuation,

capitalization, and other forms of correct grammar. The student will be given one worksheet over a one-day period, and should correctly finish the story with a 90% accuracy as observed by the teacher.

Rationale for the Cross-Categorical Teaching Actions: Students with emotional handicaps need to learn to work effectively in a group. Part of their disability is the inability to work effectively with their peers and teachers. This lesson plan allows room for the students to be creative, and yet still contains structure when the groups have to edit.

Classroom Management System: If I had a classroom with students who had emotional handicaps I would use the *Boys Town* behavior management system to deal with any behavioral difficulties.

Arizona Department of Education Professional Teaching Standards:

Standard 2 #4: *Respects the individual differences among learners.* This lesson plan demonstrates this standard because each student is not graded upon his/her ability to write a story.

Standard 2 #7: *Promotes appropriate classroom participation.* All students will participate by writing the story, and by working in editing groups.

Arizona Academic Standards and Accountability:

W-F3: *Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advances the characters, plot, and setting.* This lesson plan demonstrates this standard because the students are required to write the beginning, middle, and end of a creative story.

Council for Exceptional Children Core Competencies

Common Core 4: Instructional Content and Practice

Knowledge 1: *Differing learning styles of students and how to adapt to teaching to these styles.* This lesson plan allows for students to illustrate the stories, to work in editing groups, and to creatively write their own story.

Self Determination: *Be Creative:* This lesson plan allows for creativity during the writing of the story, and through the illustration of each story.

SDAIE: *Displays of student work are evident.* This lesson plan provides the opportunity for this by placing all the students' stories into a class book.

Math Computation

Learning Fractions with M&Ms

Grade level: 3-4

Subject: Math

Disability: Learning disability

Description of lesson: The students will understand fractions and how to use them in different situations, with a manipulative and on a worksheet.

Objectives: To have the students understand what a numerator and denominator are.

The students will write their own fractions numerically and in longhand.

Materials:

- Small individual sized packets of M&Ms
- Work sheet developed to practice fractions
- Paper for each student
- Pencil for each student

Procedure:

The lesson will begin with a review about fractions. The teacher will write a fraction on the board. He/She will emphasize where the numerator is and where the denominator is. The teacher will remind the class that the denominator is the number that represents how many items total there are, and the numerator is the number representing the selected parts.

Main Activity

1. Explain to the class that you are going to give each person a packet of M&Ms. These M&Ms are not to be eaten, and if they are caught eating them they will lose them all and not be able to participate.
2. Pass out the packets.

3. Tell the students to take out a paper and pencil.
4. Then the students can open the packet, and carefully pour their packets unto their desk.
5. Tell the students to count all their M&Ms. The students will write this number on their paper. Emphasize that this number is the denominator because it represents the whole packet.
6. Go around class and have each person say their number and write it on the board.
7. Now ask the students to count all the green M&Ms.
8. The students must write the amount of green M&Ms fractionally and numerically.
9. Once all the students have done this, go around the room and ask how many each student had. The teacher can take the entire amount of green M&Ms and show the fraction for the entire class.
10. Continue this procedure with every color.
11. Once this is done, have the students pair up and explain to their partner how they got their fractions.

Closure: Reinforce the denominator and numerator, and also that fractions can be written numerically and in longhand form. Then allow the students to eat their M&Ms. For reinforcement pass out a worksheet that has fractions shown numerically and in longhand form. The students have to convert the fractions shown numerically to longhand form, and vise versa. The students can work in pairs on this.

Assessment of lesson effectiveness: I will use percent correct as my means of assessing how effective the lesson has been. I will check the worksheet that was given out at the end of class for how many answers were given correctly by the student.

Short-term Objective: Given a teacher made math worksheet of 10 problems containing fractions written numerically and in longhand form, the student should convert the fraction to the opposite form 80% of the time. The student will be given 3 different worksheets over a two-week period.

Rationale for the Cross-Categorical Teaching actions: A student with a learning disability might have difficulties in arithmetic. The student would have difficulty in performing arithmetic functions or in comprehending basic facts. My lesson plan is based upon basic math functions, division. It also allows the student to comprehend basic facts when he/she must divide the M&Ms into groups by color.

My lesson plan is developed from a student's IEP goals and objectives. This lesson will introduce the student to fractions and the parts of fractions. His IEP goal is to solve fractions, but he has never learned about them, so I want to introduce him to fractions before he must solve them.

Arizona Department of Education Professional Teaching Standards:

Standard 1 #1: *Focuses instruction on Arizona's academic standards.* Math computation is an Arizona academic standard.

Standard 1 #7: *Includes appropriate use of a variety of methods, materials, and resources.* This is shown by using the white board to write examples on, using M&Ms as a manipulative, and use worksheets to practice with.

Arizona Academic Standards and Accountability:

1M-F1: *Represent and use numbers in equivalent forms through the use of physical models, drawings, word names, and symbols.* This is shown when the students must group the M&Ms and write down the fraction that this group represents.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice.

Knowledge 1: *Differing learning styles of students and how to adapt to teaching to these styles.* This is shown by the way that I incorporate visual materials, hands-on materials, and by active listening in class.

SDAIE Technique: *Bridges new "unknown" material to "known"- what students have already learned.* This is shown because the students already know how to group objects, but this lesson introduces students to the concept of fractions.

Self-determination: *Problem solving skills.* The students are calculating how many M&Ms they have in each color. Then they are making fractions out of them.

Math Problem Solving

Word Problems

Grade level: 7-8

Subject: Math

Disability: Emotionally handicapped

Description of lesson: The students will learn how to identify the correct application to use to solve the problem. The students will also work cooperatively to develop their own word problems.

Objectives: The student will be able to correctly set up the correct math application and to write his/her own word problem.

Materials:

- Paper for each student
- Pencil for each student
- Teacher made worksheet
- Multicolored highlighters
- Dry eraser markers
- White board

Procedures:

1. Begin the lesson by explaining to the class that they are going to solve word problems.
2. Introduce the steps that a student should use when solving a word problem.
3. The steps are:
    a. Read the problem

b. Find the cue words

c. Decide what process is needed to solve the word problem

d. Write the problem

e. Solve the problem

4. Review or introduce the cue words to look for in a word problem.
5. Have the class brainstorm which words they should look for when solving an addition word problem, a subtraction problem, and so on.
6. Write the classes answers on the board.
7. Pass out a worksheet that will contain cue words already prepared by the teacher. The cue words could include:

    a. All together, and, gave: addition

    b. Left, spent: subtraction

8. The teacher will pass out another teacher made worksheet containing word problems. The word problems will be addition and subtraction oriented.
9. The teacher will pass out different colored highlighters to each student.
10. The teacher will instruct the class to read the problem to themselves silently, as she writes the word problem on the board.
11. The teacher will then instruct the students to highlight the cue words in the word problem on their page.
12. The teacher will call on various students to share what words they have highlighted.
13. The teacher will underline these cue words on the board.

14. The teacher will have the students pick out the method to solve the problem. She will ask the students if the problem is addition or subtraction.
15. The teacher will call on one student to come up to the board and write the first number that would be involved in the problem.
16. Another student will come up to the white board and write the next number involved.
17. Finally another student will come up to the board and solve the problem.
18. The students that are at their desk should be solving the problem on their own worksheet.
19. The teacher will then pair the students up into groups.
20. Each group will be instructed to write their own word problem, and solve it.
21. Each group will present their word problem to the class, and the class will have to solve it. The group will let the class know if their answers are correct.

Closure: Have each student develop his or her own word problem. For reinforcement the teacher will pass out a worksheet containing five word problems. The students will be allowed to work in groups on it.

Short-term Objective: The student will create 5 of his own word problems. He will have 100% accuracy. He will correctly write and include the correct components of a word problem. He will be given a two-day period to complete this. The teacher will observe if the student includes a math problem and solves it correctly, and if he labels what objects he used in the math problem.

Assessment of lesson effectiveness: I will monitor the lesson effectiveness through a frequency count. I will monitor how many times the student correctly solved his "problem"

that he created. The student should be able to solve at least 85% of the class opportunities correctly.

Rationale for the Cross-Categorical Teaching actions: This lesson plan is appropriate for students with emotional handicaps because it provides an opportunity for students to work in cooperative groups. The cooperative group work allows the students to interact in a social environment in a positive way. Students with emotional handicaps need to learn how to appropriately work in a social setting.

This lesson plan also provides structure and consistency when a student is learning how to solve a word problem.

Arizona Department of Education Professional Teaching Standards:

Standard 1 #5- *Addresses prior knowledge of individual and group performance.* This standard is met when the student uses his knowledge of addition and subtraction.

Standard 3 #12- Uses *a variety of effective teaching strategies to engage students actively in learning.* The lesson plan meets this standard because I use cooperative group work, individual work and answers, and I use the highlighters.

Arizona Academic Standards & Accountability:

1M-F3: *Understand the meaning for and the application of the operations of addition, subtraction, multiplication, and division.* The students have to use their knowledge of addition and subtraction to correctly setup and solve the problem.

PO6: *Select appropriate operations to solve word problems.* This standard is met when the student creates his own problem. He should be able to solve his own word problem correctly.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice

Knowledge 1: *Differing learning styles of students and how to adapt teaching to these styles.* I demonstrated this by giving the students the opportunity to highlight key words, to actively participate, to use group work to create problems, and by using handouts and writing on the board.

Self-Determination: *Choice-Making Skills.* The student is able to choose what type of word problem he wants to write, addition or subtraction.

SDAIE: *Engages students in active participation activities and responses.* Every student in my class will participate by highlighting on their own worksheet, and by working in their group.

Study Skills

POSSE (Lovitt 103-106)

Grade level: 9-12

Subject: Language Arts

Disability: Traumatic Brain Injury

Description of lesson: This lesson will teach students how to study a book and prepare to read it.

Objectives: To use the POSSE method in preparation of reading *Anne Frank: The Diary of a Young Girl.*

Materials:

- The book: *Anne Frank: The Diary of a Young Girl* for each student.
- Teacher made handout of the POSSE method.
- Pencil for each student.
- Overhead of POSSE

Procedure:

1. Tell the class that you are going to teach them an easy method to read a book with.
2. Introduce POSSE, and explain each step.
3. Put the students into groups.
4. Tell the class to turn to chapter 1 in the book.
5. Tell each group to look for clues that would help to tell them what the first chapter is about.
6. Give an example. Use the title of the book and tell the students that you think that book might be about a girl named Anne.

7. Now the group will write down clues for the first chapter.
8. After each group has time to write down their answers, go around the room and write the groups answers on the overhead under *predict*.
9. Tell the students to write these answers on their worksheet.
10. Tell the students that they are going to group their answers.
11. Have the class develop some categories that the answers could fall under.
12. Tell each group to use the categories developed by the class and group the answers accordingly.
13. Go around the room and ask each group to share how they grouped the answers.
14. Have the groups read the first chapter.
15. Tell the groups that while they are reading the first chapter they should be looking to find if what they predicted would happen occurred.
16. After each group has finished reading, ask them if they predicted correctly.
17. The last activity would be for the groups to predict what chapter 2 might be about.

Closure: Explain to the students that they can use this POSSE method for any of the books that they must read. It is a good way to study without feeling overwhelmed. The teacher should then handout blank POSSE worksheets to each student that they can use to study with.

Assessment of lesson effectiveness: I will use percent correct to check for lesson effectiveness. Each student's worksheet should be accurately filled out to show that they understand how to use POSSE.

Short-term Objective: Given a blank POSSE worksheet the student should be able to use chapter 2 in *Anne Frank: The Diary of a Young Girl* to fill out the paper correctly. The

student should be able to fill in each part of POSSE with a 80% accuracy as observed by the teacher over one class time.

Rationale for Cross-Categorical Teaching Actions: A student with a Traumatic Brain Injury (TBI) often will have difficulties with thinking and reasoning, remembering things, paying attention, solving problems, thinking abstractly, and overall learning. This lesson plan is good for a student with TBI because it gives the student concrete learning examples. The teacher does show the student how to perform each step, and gives the student examples. The student does not have to remember the steps of POSSE since it is on a worksheet. The student can also apply this study skill to other academic areas.

Arizona Department of Education Professional Teaching Standards:

Standard 3 #4: *Models the skills, concepts, attributes, or thinking process to be learned.* This lesson plan demonstrates this standard when the teacher gives the class an example of what types of clues to look for in the book.

Arizona Academic Standards & Accountability:

R-F3: *Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction.* The lesson plan demonstrates this when the students have to predict, categorize, and read the book.

Council for Exceptional Children Core Competencies: *Prepare appropriate lesson plans.* This is shown through my writing of this lesson plan, and the book that I chose to use is age appropriate.

SDAIE: *Reviews main topic and key vocabulary and ideas.* This is shown when the teacher reviews how and what POSSE is.

Self-Determination: *Goal setting and attainment skills.* The goal is for the student to use POSSE to determine what chapter 1 is about.

Self-Reflection

The lesson plan that I implemented went well because the students were able to follow the steps in the POSSE format. The students followed my directions and looked for keywords in the first chapter of the book. From these keywords they were able to put them into categories, and then make predictions about that chapter. I also think that my lesson plan went well because of the book I used. Anne Frank: The Diary of a Young Girl contained many characters and words to make predictions with.

I adjusted my original plan for the students to look at the entire book. Instead I had the class use the POSSE method on the first chapter only. I think that this was a better way of breaking down the steps in the POSSE method.

The other adjustment I made was not having the class read the first chapter after they had made the predictions. There was not enough time left after I had explained and gave guided practice about POSSE to read the first chapter.

The next time I do this lesson I would have the students work in groups, instead of the entire class working together. I would also provide a POSSE worksheet for each student to write down the information on.

Social Behavior

Teaching Values: Self-Determination (Wolner 1-2)

Grade level: 4-6

Subject: Language Arts

Disability: Emotional Handicaps

Description of lesson: This lesson will help students understand the value of self-determination. It demonstrates this value through role-play. This activity allows for students to make critical value judgments. It gives the students the chance to face real life problems through role-play.

Objectives:

- Students will list three value judgments about self-determination.
- Students will demonstrate and recognize the act of self-determination.

Materials:

- Journals
- Pencil

Procedure:

1. Define and explain self-determination.
    a. Self-determination is a value that many people find important.
    b. A value is a principle, or an idea that people think is important.
    c. Self-determination is a feeling that leads to freedom of a person's idea.
    d. Self-determination means that you do not have to follow the crowd, and that you can go your own way.
    e. Self-determination gives you more self-confidence.

f. Self-determination allows for more self-respect.

2. Choose two students. One is a Silly Sally and the other is Self-Determined Sam.
3. Choose five students to pretend that they are smoking.
4. Tell Silly Sally to approach the group of smokers.
5. Have the smokers tell her how great cigarette smoking is, and try to get her to smoke a cigarette.
6. Have them tell her some reasons to start smoking: cool, tastes good, gives a good feeling…
7. Have Silly Sally decide the pros and cons out loud.
8. Tell her to fall into the trap of peer pressure and start smoking.
9. Have Self-Determined Sam do the same thing as Sally, but he will say no to smoking.
10. Repeat this scenario several times so that everybody gets a chance to try at least one part.
11. Afterwards, have students get into small groups of four.
12. Have them brainstorm about what they saw.
13. Have them write in their journals about what they saw, and what would be the best response to give if they were ever in a similar situation.
14. Tell the students to write three value judgments that were observed during the role-play.

Closure: Talk with the class and ask which person answered correctly in the role-play. Reinforce what self-determination is and how to use it.

Assessment of lesson effectiveness: I will check the student's journal entries for their understanding of self-determination. The student should list three value judgments about

self-determination that he observed during the role-play. I will use percent correct to determine if the student could correctly identify the person who was right in the role-play, and if the three judgments were made.

Short-term objective: Given a teacher made worksheet involving five different situations, the student should correctly circle or write down what the correct response would be for each situation. The student will be give one class period to complete and the teacher will check for 80% accuracy.

Rationale for Cross Categorical Teaching Actions: This lesson plan is appropriate for students who have emotional handicaps because they do not always know how to appropriately handle social situations. The students need to be taught what types of decisions will benefit them and what will not. This lesson gives reasons why smoking is bad, and that the student should say no to smoking. The lesson increases the students' social skills, self-awareness, and self-determination.

Arizona Department of Education and Professional Teaching Standards:

Standard 3 #10: *Connects lesson content to real life situations when appropriate.* The lesson plan use real life scenarios in the role-playing to demonstrate what the correct choice would be to make.

Arizona Academic Standards & Accountability:

W-F2: *Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks.* The lesson plan demonstrates this when the students have to write in their journals about what they have seen.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 9: *Integrate affective, social, and career/vocational skills with academic curricula.* This is done when I introduce self-determination concepts and the students must use their writing skills to write about what they have seen.

SDAIE: *Engages students in active participation activities and responses.* This is done when all the students are involved in the role-playing, and when they write in their journals.

Self-Determination: *Decision making skills.* The students must decide how to react to the role-playing scenarios.

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